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ABSTRACT

This guide presents an outline for establishing a service-learning program for college level students preparing for a career in working with older adults. The following procedures are described for developing practicums and fieldwork programs: 1) establishing program goals, 2) program staffing, 3) selection of service-learning sites, 4) developing a catalogue of approved service-learning sites, 5) developing a student manual, 6) establishing policies and curriculum, and 7) developing a follow-up procedure on students who have completed their service-learning. Included in this guide are examples of administrative tools, sample case studies of students in the program, and reference materials. (JD)

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SERVICE-LEARNING: PROGRAMS FOR THE AGING

A GUIDE TO PRACTICUM AND FIELDWORK EXPERIENCES IN HEALTH FITNESS, DANCE, AND LEISURE SERVICES

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SP 016 531

ABOUT THE ALLIANCE PROJECT ON AGING

Model Education and Service Approaches in Health, Fitness and Leisure for the Older American is intended to increase the number and quality of programs preparing students for careers in health, fitness, and leisure services for the aging. Its purposes are to:

- Identify principal roles of personnel in the provision of health, fitness, and leisure services for the aging.
- Identify, document, and promote existing exemplary programs in U.S. institutions of higher learning.
- Develop modular instructional materials to help prepare personnel.
- Develop a manual for practical work-related experiences for students.
- Develop a practical guidelines manual for initiating and implementing student-conducted projects.
- Conduct regional workshops to help institutions with curricular and service activities.
- Evaluate, revise, and publish materials developed by the project.

ABOUT THE ALLIANCE

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is a voluntary professional organization currently made up of seven associations offering programs in movement and health-related fields. The more than 50,000 members are teachers, coaches, recreation leaders, administrators, and students preparing to work in these areas.

SERVICE-LEARNING: PROGRAMS FOR THE AGING

A GUIDE TO PRACTICUM AND FIELDWORK EXPERIENCES

IN HEALTH, FITNESS, DANCE, AND LEISURE SERVICES

by

Robert M. Beland

University of Maryland

College Park

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I. Introduction

Practicum and fieldwork experiences transfer classroom teaching activities to "real-life" experiences of the work world. These experiences can be valuable and rewarding training for students as they prepare for careers in working with older adults in health, fitness, and leisure services.

This guide will help persons at the college and university level who are responsible for the development and coordination of practicum or fieldwork placements for students.

It is hoped that this manual will help guide students through this vital stage in a professional preparation program.

II. Definitions

A. Service-learning: a relatively new term that describes programs that provide off-campus learning opportunities for students while expanding services for older people.

B. Fieldwork: a highly supervised work program that usually runs over a short period of time, not necessarily on a full-time basis. The student has minimum responsibilities, and maximum opportunities for observation; for example, a series of on-site visits during which little work is done.

C. Practicum: a work program extending over a longer period of time than fieldwork, usually one semester

(or similar academic unit) or a summer session, not necessarily on a full-time basis. The student has considerable responsibility and little supervision. The student may also take an abbreviated courseload if the work site is within commuting distance of the academic institution.

D. Internship: a long-term, full-time work experience with an agency, for which the student usually earns a salary or stipend. The student has definite tasks and is responsible for their completion. The internship usually extends from four months to one year, and the student is not necessarily enrolled in course work. An internship occasionally takes place following graduation.

E. The aging: also known as older Americans, senior citizens, golden agers, retirees, the elderly, the long-living, and pensioners. This group includes anyone older than 55, 60, 62, or 65, depending on the program, the government office, or legislative mandate.

III. Advantages of a Service-Learning Program

A. For the student, the chance--

1. To eliminate or reduce age stereotypes and agism (the reverse benefit for older individuals occurs if they consequently understand younger people better).

2. To aid in the quality of life for the aged population.
3. To find out whether they want to work with the aged as a career.
4. To find out their professional preparation strengths and weaknesses.
5. To expand their professional development by seeing, close up, professionals working with the aged in various settings.
6. To understand how agencies that serve the aged actually operate.

B. For the agency, the chance--

1. To improve overall quality of programs for the aged individual in health, fitness, and leisure services.
2. To expand the scope of services offered.
3. To improve employee and client morale by the addition of "new faces."
4. To evaluate and improve its present training program.
5. To obtain recent research information concerning the aged from the student's academic institution.

C. For the academic institution, the chance--

1. To improve the department's educational process.
2. To evaluate a student's progress toward career goals.

3. To demonstrate sincere interest in the community of older Americans.
4. To expand the scope of its professional curriculum.
5. To evaluate its curriculum through comparison of existing practices of professionals serving the aged population.
6. To "field-test" theories set forth in the classroom.
7. To attract more students as a result of the appeal of the service-learning model.

IV. A Procedural Outline for Establishing a Service-Learning Program

A. Set goals and objectives; for example:

1. To provide an opportunity for students to work with the aging.
2. To enable students to fully understand and appreciate the professional responsibilities of personnel who work in leisure, fitness, or health services for the aging.
3. To provide the opportunity for faculty to interact with incumbent professionals in their respective fields who work with the aging.
4. To provide a variety of supervised learning experiences in working with the aging, ranging from observation to full employment.

B. Establish an advisory committee to include fieldwork supervisors.

1. A department may have one fieldwork or service-learning supervisor for the aging or keep intact an existing subgroup of its discipline. For example, a recreation department may have fieldwork supervisors for therapeutic recreation, administration, outdoor recreation, resource management, and programs for the aging.
2. Faculty who teach courses or have expertise on aging in their disciplines should be on the committee.
3. A student representative from a student club or society would also be valuable.
4. One or two representatives from the senior citizen community would also offer valuable insights.
5. Professionals currently serving the aging through health, fitness, and leisure programs are invaluable resources.

C. Select service-learning sites.

1. Search for possible fieldwork or service-learning sites.
   a. Examine present sites with services for the aging population.
   b. Locate programs for senior citizens through the local office on aging or through library information services.

c. Use students and senior volunteers in the search process.

2. Establish criteria for site selection; for example:

a. A sincere concern for the welfare of the senior clients/participants in the programs.

b. A sincere willingness to provide students of leisure, fitness, and health fields with opportunities to prepare for professional service to the aging population.

c. An adequately trained and qualified staff in these disciplines available to provide sufficient supervision.

d. Reasonable proximity to campus via highways or mass transit.

e. Established reputation in the community for providing services to the older person.

f. Previous successful involvement and/or the potential to adequately train and supervise students in service-learning experiences.

g. Ability to accept the student as a professional member of the staff.

h. Adequate resources and facilities for the student to be exposed sufficiently to health, fitness, or leisure services to the older person.

3. Establish procedures for selecting a site; for example:
   a. Ask agencies to submit an application for a cooperative arrangement with the academic institution to participate in the fieldwork program (see appendix A).
   b. Set deadlines for applications, preferably early in the previous semester.
   c. Have faculty member from the department visit potential sites and make evaluations.
   d. Notify agencies as soon as possible as to whether they have been approved or disapproved for fieldwork, based on consideration by the department faculty and advisory committee using the criteria in step 2.
   e. Remind the agencies that approval as a site does not guarantee that a student will select or be placed there for fieldwork, but that the agency will be listed in the catalog or file of available sites.
4. Establish contracts with approved agencies (see appendix B).
5. Establish a mechanism for reviewing new programs and facilities in the community that provide services to the aging population.

D. Develop a file or catalog of approved service-learning sites with ample information for the student to decide which sites may be useful to his/her educational objectives. The file or catalog may contain:

1. The application.
2. The on-site evaluation form.
3. Brochures and photographs about the site.
4. Newspaper articles or other information about the site.
5. Letters to the agency from satisfied older clients/participants.
6. Endorsements by senior organizations.
7. A map, transportation route, or bus schedule to the site from the academic institution.
8. Names of former students who did fieldwork at the site.
9. The types of work/experience available for the semester.

E. Develop a student service-learning manual. Each agency and student participating should receive a copy of the manual prior to the semester's fieldwork. The manual should be used as a resource throughout the student's experience. It should be kept up to date, revised as needed, and give information about the expectations and requirements of

the students. All the forms used in the service-learning experience should be included (see appendixes for sample forms). The manual should contain basic information about:

1. The academic institution.
2. The health, physical education, and recreation (HPER) department.
3. The degree program/course of study.
4. The area of aging.
5. The fieldwork or service-learning experience.
6. Responsibilities of student, agency, and faculty.
7. Evaluation criteria and procedures.
8. Liability and compensation.
9. Ethical standards.
10. Precautions for working with aging individuals (e.g., accidental hypothermia, typical sensory problems, and so forth).

F. Establish policies for students concerning service-learning experiences in aging.

1. Determine appropriate lines in academic program for service-learning experience by either:
   a. Year of program (e.g., junior or senior) or
   b. Number of credits completed.
2. Determine course requirements for students; decide whether they should have:
   a. Completed or currently enrolled in course requiring fieldwork.

b. Completed certain basic courses in the program.

c. Completed a specific course in a discipline and aging, such as "Recreation and Aging," "Physical Fitness for the Aged," "Health Policies for Older Americans," or "Introduction to Gerontology."

d. Completed and passed a pre-fieldwork seminar.

e. Enrolled in a field-theory integration seminar.

3. Establish a method for a student to apply for and obtain fieldwork or service-learning experiences. Students should:

a. Complete an application form (see appendix C).

b. Consult the file or catalog of approved field sites maintained by their department.

c. Refrain from contacting an outside agency regarding fieldwork without permission from the appropriate supervisor.

d. Consult with the supervisor regarding their plans and choices for field experience.

e. Contact the agency of their first choice by formal letter, enclosing a resume and indicating specific jobs interested in and times available for an interview (see appendix D).

f. Keep the academic supervisor informed of their progress and indicate agencies preferred for field experience.

g. Have the agency supervisor submit a request for an initial interview (see appendix E).

h. Realize that the academic supervisor is the appropriate person to decide on placements, and should consider the preferences of both the agency and the students.

i. Be responsible for further arrangements with the agency.

4. Conduct a student orientation program focused on the organization and services of the agencies, and on older individuals' characteristics relevant to the students' service-learning experiences.

5. Conduct an agency-supervisor orientation program.

6. Establish a procedure for faculty and students to periodically evaluate student experiences and inspect sites.

   a. The academic supervisor should visit a student at least two times during his/her field experience. The supervisor should also evaluate the student's experience by the end of the semester. Evaluation may be based on:

      (1) Progress and final reports of agency supervisor (see appendix G).

      (2) Conferences between student, academic supervisor, and agency supervisor.

(3) On-site observations of both academic and agency supervisors.

(4) Diary or anecdotal log of student's experience.

(5) Remarks and comments from the aged clients/participants themselves.

b. The academic supervisor should then prepare a final evaluation report (see appendix G).

c. The student should also prepare an evaluation of his/her experience (see appendix H) and of the agency supervisor (see appendix I).

G. Establish a procedure for follow-up at six months or more on students who have completed their service-learning successfully, in terms of:

1. Whether the experience helped them gain employment in a field related to the aging or their academic field in general.
2. Whether the experience helped students gain a better understanding of the aging and of their profession.
3. Whether there are any changes the students would make in their programs if they had to repeat them.
4. What advice they would offer students going to the same site.

V. Examples of Field Sites

The diversity of locations, agencies, and institutions that employ personnel in health, dance, fitness, and leisure services for the aging is so vast that developing a complete list is impossible. In addition, new programs are added daily. To help academic departments and colleges in these disciplines locate sites for fieldwork, this section gives some common examples of programs and agencies that serve the aging. The next section provides sample case studies of students doing fieldwork. Because many agencies and programs may use personnel from one or more of the disciplines (health, dance, fitness, and leisure) at one time or another, there is no division by discipline. Also, because many of the same types of programs go by different names, all the different known names are listed. Also important to note is that in many of these settings a professional in the student's discipline may not be employed at the agency/program. In that case, supervision may come from an administrator of a related discipline; for example, a recreation student may work in an activity program that an occupational therapist directs. Again, it is the academic institution's responsibility to determine whether a program would be beneficial to the student and at the same time provide the appropriate supervision. However, a program should not

be disapproved automatically for lack of a professional supervisor in the discipline; many students in the past have learned through fieldwork in which a professional supervisor in the discipline was not present.

A. Senior citizen centers, multipurpose centers, community centers, golden age clubs, leisure centers for the aged, and adult day care centers.

These groups usually offer a variety of programs in which students may work in recreation activities, health education, exercise programs, lunch programs, cultural activities, and trips. Recreation professionals and physical educators commonly work in these settings.

B. Nutrition sites, Title VII centers, and congregate dining.

Although the primary purpose of these programs may be to provide free meals to the older citizen, they offer auxiliary programs, such as discussion groups and exercise sessions. Usually a public health nurse is the professional supervisor, although other health and nutrition professionals are found in various locations.

C. Public health agencies, community health centers, and community mental health centers.

These offices offer the student in health education and physical fitness a variety of programs that provide services to the aging. There are screening

programs for hypertension (high blood pressure), diabetes, tuberculosis (using chest X-rays), and cardiac (heart function) problems. Some also do stress testing and sponsor health fairs. These agencies also make periodic health information surveys of the senior adult population. For the student of recreation, many of these centers offer day care programs for former mental patients (many of whom are over 65) and plan small or large recreation programs for them.

D. Adult health and development programs and clinics or senior health improvement program centers. Many of these programs use student volunteers or fieldworkers exclusively, except for a few paid professionals from physical education, health education, or recreation. Most programs are located at community colleges, colleges, or universities. Services are usually on a one-to-one basis with the older person, who comes at least once or twice a week. Activities include recreational, cultural, physical and social, counseling, health, financial planning, and adult education.

E. Homemakers' services and home aides. Agencies offering these services may provide opportunities for leisure activities, health counseling, and other services to the homebound elderly. Although professionals in recreation

and physical education do not usually work for these services, academic institutions may negotiate appropriate arrangements to supply recreational, fitness, and other such services to the homebound elderly.

F. Nursing homes, homes for aged, military retirement homes, and other homes.

Activities in these facilities range from watching television to a wide array of recreational and health education programs. The activity coordinator may be a high school graduate or a qualified professional with staff to supervise. Students may find these places challenging because of the diversity of the older age group: some are severely ill and others are functional; some have physical handicaps while some have organic brain damage.

G. Outreach programs.

A few of these programs exist today, and their numbers are certain to increase. Usually their primary goal is to promote socialization for homebound and isolated elderly in large housing complexes in the city. Recreation activities may be shopping trips into the community or sightseeing tours. These programs rely heavily on volunteers or students, and professional supervision is available.

H. Community recreation centers, YMCA-YWCA, community education centers, Jewish community centers, and others.

These facilities usually serve the whole community population but may sponsor special programs for senior citizens or may integrate older people into activities with younger people. Activities may include deck or platform tennis, dance instruction, yoga, nutrition information, and exercises for cardiovascular fitness. Professionals from at least one health, physical education, recreation, and dance (HPERD) discipline work in these facilities.

I. Cooperative extension service programs.

Home economists and nutritionists conduct educational programs for adults and older adults in this setting. Certain students may find these programs valuable because many people from different socioeconomic backgrounds attend.

J. Prisons, jails, and other correctional institutions.

Older prisoners and convicts have unique problems not always considered in activity programming at these facilities. However, recreators and physical educators often work in these institutions and could provide adequate supervision for the student. Medical personnel are also present but may or may not be interested in health education. Examples

of valuable programs at these facilities are "stay-fit" programs, leisure counseling for inmates prior to release, organized sports and activities, and hobby or craft shows in the community. Students doing fieldwork at senior citizen centers may want to visit or contact an older prisoner who will be released into that community in the near future.

K. Preretirement seminars and workshops.

A variety of organizations conduct these programs: private, nonprofit, governmental, educational, and labor unions. The seminars often deal with leisure counseling, health problems, diet concerns, and financial planning, including food budgeting. Professionals from HPERD sometimes teach these seminars but often teachers are generalists or specialists from other disciplines. Although the target population may not be the elderly, this experience may be related to the area of "prevention."

L. Aquatics and swimming programs for the elderly.

Although groups mentioned earlier offer a number of these programs, many of the programs are independent. Instructors and lifeguards for swimming programs for the elderly should be certified by the American Red Cross or a similar agency.

M. Gerontology research center and centers on aging.

Most of these research facilities are in universities and are staffed by a cross-section of professionals

from the school. It is appropriate for some students to do fieldwork in these centers, especially in research that deals directly with the elderly as subjects or consultants. There is ample professional supervision and more direct communication with the academic departments in this setting.

N. Adult fitness programs and cardiac rehabilitation programs.

The focus of these programs is primarily on physiological functioning, concentrating on improving heart and lung functioning, muscle tone, and vitality of the older person. Students from all HPERD disciplines find that jogging, swimming, calisthenics, aerobics, and dance are part of these programs. Programs based at universities or sponsored by universities will have qualified professional directors.

O. Senior citizen day and overnight camps.

These programs are relatively new, but they are quite successful. Some of them are located near children's camps where senior citizens and children, for example, can go horseback riding together. At these camps, students in physical education and recreation can work with older adults in a stimulating and novel environment within a structured activity program.

P. Retired senior volunteer program (RSVP).

Although these programs are aimed at the senior citizen who wants to volunteer particular services to some special group or individual, a student may do fieldwork in this area by helping the coordinator or director administer the program.

Q. University and college athletic departments.

Many of these departments offer special training courses to senior citizens in various sports skills for either the senior citizen's personal development or for upcoming competition in the Senior Olympics, local competitions, or national competitions such as the Boston Marathon. Recreation or physical education students can learn how to adapt professional training techniques to the older population.

R. National and state parks and forests.

The number of retired persons and older people who visit parks is increasing rapidly, creating an increased demand for appropriate interpretive programs and other services for the older adult. Students of outdoor recreation, outdoor education, and resource management who are also interested in the aging will find these programs to be invaluable, and ample supervision is provided.

S. Police departments and the judicial system.

Students of consumer education may help authorities deal with the large numbers of elderly arrested for

shoplifting and other misdemeanors. Students of recreation may provide leisure counseling to this same group.

VI. Sample Case Studies

A. Case study for leisure services.

Student: Joyce Hill is in her senior year at North University majoring in therapeutic recreation. She has an interest in the aging and has done volunteer work at a local nursing home during her senior year.

Goal: Joyce is unsure about a career serving the older adult and would like to learn about providing leisure services to the older adult in a variety of settings. Consequently, she and her advisor chose a senior citizen center for her fieldwork site.

Program: The Silver Senior Citizen Center was selected because of its proximity and because it had recreation professionals who have supervised students before. The center is in the city and has an average daily attendance of 500 older people who participate in a wide variety of programs. The total membership of the center exceeds 2,000; most people come three days a week, although the center is open seven days a week.

The director of the center met with Joyce and worked out a schedule. Joyce was to come to the

center on Mondays and Wednesdays between 9 a.m. and noon and on Tuesdays and Thursdays between 1 p.m. and 4 p.m. Once a month during her semester-long program, she would attend an evening program and a few times during the month stay during the lunch period to observe part of the meal and nutrition program.

Joyce wanted to learn about every aspect of the center's operations, so a schedule was planned to enable her to participate in the center's entire program. Some time was allotted near the end of her fieldwork to allow Joyce to return to the area she found most interesting. Her schedule was as follows:

Weeks 1-2 Orientation to the center: information about its history and membership; review of brochures and recent and old center newsletters; and a complete tour of the center. Orientation also included information about insurance coverage as a student, procedures for fire or medical emergency, and the organizational plan of the center.

Week 3 Joyce spent this week shadowing the center's director to learn about the center's supervision and administration. She also looked at the budgets and went with the director to board meetings.

Weeks 4-5 Joyce went to all arts and crafts classes during these two weeks. She observed the first hour or day; then, depending on the instructor, participated or helped with the instruction.

Note: The center's policy was that Joyce would be under the direct supervision of the activity leader or program director of whatever activity she was observing or participating in.

Weeks 6-7 Joyce went to social and ballroom dancing classes, sessions on creative and interpretive dance, and a folk dance festival. She observed senior citizens learning to play the piano and other musical instruments. Joyce also attended singing classes and observed the center's glee club and choir in practice.

Weeks 8-9 Joyce studied the center's adult education program, which offered courses in Spanish, creative writing, human sexuality, public speaking, and typing. She sat in on many of the classes.

Weeks 10-11 Joyce joined in a number of social events. She went on trips with senior citizens to various attractions, including a shopping trip. She saw the evening movie program, saw the center's acting troupe rehearsing a musical, and went to a number of parties, including a masquerade party.

Week 12 Joyce participated in and observed the aquatics program, which had certified Red Cross instructors and lifeguards. She also participated in the exercise classes, which included aging people from sedentary to very active levels. The center also had a yoga class that Joyce enjoyed.

Week 13 Joyce observed the center's counseling, health education, and legal services programs and also the information and referral center. She met with the center director and her fieldwork supervisor to discuss her progress and the areas she wished to return to.

Weeks 14-15 Joyce decided that she enjoyed and benefited most from the aquatics, exercise, and social programs, so she was able to return to these sessions for two weeks while she made her final report. At the same time, the center director, who received interim reports from the various program directors, and the fieldwork supervisor evaluated Joyce's fieldwork experience.

B. Case study for fitness.

Student: Ronald Glade is in his junior year at Pine College majoring in physical education. Although he has worked in summer camps for children and has been a lifeguard, he is unsure about his career goals.

Goal: The college had a fitness program for adults over 35. Ronald's advisor felt that Ronald would benefit from a program with adults of many ages and backgrounds so that he could apply some of the principles he had learned in adaptive physical education and physiology.

Program: Ronald would attend the program from 6 p.m. to 9 p.m., five days a week.

Weeks 1-4 Ronald participated in an extensive four-week training program, which included an overall perspective about working with older people, information on the adult fitness program, and techniques used in the program. He learned how to take blood pressure and compute heart training rates. During the entire program, Ronald received professional supervision and instruction from qualified physical educators.

Weeks 5-9 Ronald spent this time training and supervising adult males, ages 35 to 45. The program included swimming, calisthenics, jogging, and aerobic exercises. He helped set up workout schedules and supervised actual training and workout sessions. He also helped monitor physiological functionings and progress.

Weeks 10-14 Ronald did the same duties as during weeks 5 to 9, except now worked with adult males ages 60 to

75. He learned about differences in establishing workout programs for older and younger adults; for example, he learned that the preparation period or conditioning time was much longer for older persons than for younger persons. He also made a comparison study between the two groups and evaluated his entire experience with the program.

C. Case study for health and nutrition.

Student: Eileen Gold is in her senior year at Western University majoring in health education. She has recently become interested in the aging population and their specific health problems but has not worked in the field.

Goal: Eileen and her advisor decided that Eileen would like to observe and learn about health education services for the older population. The advisor recommended a two-part program that would include eight weeks at the community health center and four weeks at a nutrition site.

Program: Her program was carried out as follows.

Week 1 Eileen met with the public health nurse who would be her supervisor at the community health center; she received a general orientation to the center. Eileen agreed to come in on Mondays, Wednesdays, and Fridays, from 9 a.m. to noon.

Week 2 Eileen spent this week at the eye clinic and learned about the glaucoma screening and prevention program and about treatment for cataracts.

Weeks 3-4 Eileen spent these weeks at the diabetes clinic and gained an understanding about the problems of the aged individual who has diabetes.

Weeks 5-6 Eileen had the opportunity to help with the hypertension screening program. She also learned how to interview older persons for general health problems.

Weeks 7-8 Eileen went with the public health nurse to visit the aged in their homes who were sick because of chronic illness or accident.

Weeks 9-12 Eileen met the supervisor of the Title VII nutrition site and agreed to come in from 11 a.m. to 2 p.m. four days a week to observe and participate in some of the health education programs. She helped with diet workshops and budget meal-planning programs. The supervisor let Eileen present a lecture-discussion series Eileen had developed about the nutritional problems of certain ethnic foods.

Eileen's discussions with her advisor about her experiences were an important part of her fieldwork experience.

APPENDIX A
APPLICATION FOR AGENCY/INSTITUTION COOPERATION
WITH ACADEMIC INSTITUTION

Agency/Institution_____

Address_____

Designated Supervisor_____Title_____

Telephone_____

Orientation of Agency/Institution (e.g., therapeutic recreation)_____

_____

_____

Days of Operation_____Hours of Operation_____

Population Served (age range, sex ratio, socioeconomic characteristics)_____

_____

Special Characteristics of Aged Population Served (handicapped, ethnic groups)_____

_____

Types of Programs/Services Offered (e.g., health education, outreach, sports programs, etc.)_____

_____

Fees/Charges, if any, for Participation_____

Description of Facility(ies) (e.g., activity rooms, transportation, special equipment, satellite areas, etc.)_____

_____

Staff (number, types, administrative, organization)

_____

_____

Remuneration, if any, Provided to Student_____

Previous Practicum Supervision Provided (dates, activities provided, supervisor)_____

_____

Type of Student Required (skills, background, etc.)_____

_____

Liability Insurance (student coverage) YES ( ) NO ( )

Note: All new applications must be accompanied by brochures describing programs and services and related information, a resume of the practicum supervisor, and the name and telephone number of the person holding overall responsibility for the practicum program at the agency/institution.

APPENDIX B
SAMPLE CONTRACT

ACADEMIC INSTITUTION AND SERVICE-LEARNING SITE

The (name of agency/institution), located at (address), agrees to interview qualified students for practicum placement. This agency/institution also agrees to supervise and evaluate each individual accepted as a practicum student in order to better prepare him or her for a professional career. Further, this agency/institution agrees to follow the guidelines and policies set forth in the current Practicum Manual provided by (academic institution).

Signature (appropriate individual) (date)

Signature (appropriate individual) (date)

The (department and academic institution) agrees to assist the approved practicum site with placement, supervision, and evaluation of students accepted by the agency/institution and approved by the (academic institution). The Department further agrees to provide appropriate academic and personal interest information about each practicum student, the current Practicum Manual, and periodic consultation with the agency/institution practicum supervisor and the practicum student.

Signature (Faculty Supervisor) (date)

Signature (Chairman of Dept.) (date)

This agreement is effective from _____ to _____. Each participating agency/institution will be evaluated once a year. Both parties have the option for terminating cooperation at the end of the period covered by this agreement.

APPENDIX C
STUDENT APPLICATION
FOR PRACTICUM IN AGING

UNIVERSITY OF _____
DEPARTMENT OF _____

INSTRUCTIONS: To be completed by the student and submitted to the University Practicum Supervisor early in the semester preceding the Practicum experience.

_____ Semester Year

NAME _____ DATE _____

UNIVERSITY ADDRESS _____ PHONE ( ) - _____ ZIP _____

HOME ADDRESS _____ PHONE ( ) - _____ ZIP _____

DATE GRADUATING _____ OPTION AREA _____ CREDIT HOURS ACCUMULATED TO DATE _____ GRADE POINT AVERAGE MAJOR _____ OVERALL _____

DESCRIPTION OF DESIRED PRACTICUM EXPERIENCE (Indicate type of setting and primary level of leadership emphasis)

PRACTICUM AGENCY PREFERENCE (Indicate 1st, 2nd, 3rd choice and give reasons. Also, include the name, title, agency address, and telephone number of person(s) by whom you were interviewed at each agency.)

1.

2.

3.

IF INTERVIEWED AT MORE THAN THREE AGENCIES, LIST THESE OTHER AGENCIES, PERSONS BY WHOM INTERVIEWED, AND TELEPHONE NUMBERS. (Use other side, if needed.)

APPENDIX D
RESUME

INSTRUCTIONS: To be completed by the student and approved by the University supervisor early in the semester preceding the practicum experience. A copy of the resume is attached to the student's letter of application for practicum and sent to the cooperating practicum agency before the student interviews for practicum.

Name:

Social Security Number:

Campus Address (include zip code, local phone, and area code):

Home Address (include zip code, home phone, and area code):

Birth Data (include birthdate and place of birth):

Marital Status:

General Health:

Occupation:

Education (most recent first):

University (include all colleges and various curricula, dates, major and minor(s):

High School(s) (include years of enrollment and year of graduation):

Professional Courses Completed (include professional courses and allied required professional courses; do not list the number of the course, just the title):

Activities (interest groups, clubs, offices held, etc.):

Scholarships:

Honors:

Campus and Community Services:

Professional Experience and Training (paid and volunteer professional work, name of agency, supervisor, and address):

Other Work Experiences:

Special Aptitudes or Training (i.e., musical ability, art, etc.):

Unusual Experiences or Accomplishments:

References (include from three to five, character and professional, e.g., clergymen, employer, teacher, no relatives; list full addresses and telephone numbers, if available):

APPENDIX E
AGENCY SUPERVISOR INTERVIEW REPORT

Instructions: After each interview with a candidate, please return a copy of this form to: (coordinator of academic program).

Student interviewed: _____

Date of interview: _____

On the basis of the interview, (CHECK ONE)

_____ I accept the individual as a fieldwork or service-learning student should he or she select this agency. My decision is explained below.

_____ I cannot accept this individual as a practicum student. My decision is explained below.

_____ I want to meet once again with the student before making a decision should he or she select this agency.

Outline briefly the bases for acceptance or rejection:

Signed_____ Date_____
(Name and Title)

Agency_____

APPENDIX F
AGENCY PRACTICUM PLACEMENT
CONFIRMING LETTER

UNIVERSITY OF_____
DEPARTMENT OF_____

Instructions: To be completed by the agency person administratively responsible for practicum when the agency has been notified by the University that the student may be placed there.

This is to certify that _____ has been
(Student)
accepted as a practicum student with _____ _____.
(Agency)
It is understood that he/she is expected to work a minimum of _____ hours per week

beginning _____, 19___

and ending _____, 19___

with the following exceptions:

Agency Holidays: _____

University Holidays: _____

Other: _____

The following university-approved person from our staff is familiar with Practicum Manual and has agreed to serve as agency fieldwork supervisor for this student.

Agency Practicum Supervisor: _____

Address: (Office) _____

_____ Phone_____

(Home) _____

_____ Phone_____

_____ Date_____
(Signature)

APPENDIX G
EVALUATION OF STUDENT BY SUPERVISOR

Student_____

Evaluator_____

Date of Evaluation_____

	Above Average 1 2	Average 3	Below Average 4 5
I. The student as a person			
a. appearance	_ _	_	_ _
b. speech	_ _	_	_ _
c. health	_ _	_	_ _
d. initiative	_ _	_	_ _
e. dependability	_ _	_	_ _
f. tact	_ _	_	_ _
II. The student as a facilitator			
a. use of materials and equipment	_ _	_	_ _
b. guidance of learning and behavioral change	_ _	_	_ _
c. understanding of clients	_ _	_	_ _
d. understanding of aging persons	_ _	_	_ _
III. The student as a member of the profession			
a. professional growth	_ _	_	_ _
b. professional relationships	_ _	_	_ _
c. professional attitudes	_ _	_	_ _

IV. Comments:

APPENDIX H
SUGGESTED OUTLINE FOR STUDENT'S EVALUATION OF PRACTICUM PROGRAM

Students are requested to include the following items in their final evaluation of the practicum experience. Other pertinent comments may be included.

Reports should be typewritten on 8 1/2 by 11 bond paper. Those wishing to retain a copy of this report should make a duplicate.

1. Initial objectives for the practicum program and a discussion of the degree to which they were achieved. Provide an explanation of why certain objectives were not achieved.

2. Description of the agency, with particular emphasis on the specific unit, department, or program to which you were assigned or which occupied most of your hours on site.

3. Description of the contributions you made during your practicum, e.g., programs developed, materials written or designed, activities initiated, assistance in in-service training, job analysis, etc.

4. General overview of the types of tasks you performed and the opportunities you had for administrative, supervisory, programming, and activity leadership involvement at the site.

5. Discussion of problems or difficulties encountered, personal and otherwise. Describe approaches you tried to alleviate adverse or problematic situations.

6. Self-analysis in terms of professional and personal growth, development of competencies, surfacing of strengths and limitations, emerging attitudes and values, facility to develop interpersonal relationships, crystallization of career objectives, feelings of increased/decreased confidence and assertiveness, satisfaction/dissatisfaction with career choice, etc.

7. Recommendations and suggestions for improving the practicum program.

APPENDIX I
STUDENT EVALUATION OF SITE SUPERVISOR

Instructions: On this form please evaluate the quality of the supervision you received during the practicum period. Please comment on the following items, but include other information you feel pertinent.

1. Interest in you as a person and as a student.
2. Willingness to discuss the full range of your activities at the site.
3. Ability to respond to your problems and to help you work toward solutions.
4. Quality of the weekly conferences.
5. Adequacy of arrangements made to orient you to the site.
6. Sensitivity to your needs in accomplishing your objectives.
7. Expression of encouragement and sincerity.
8. Understanding of philosophy and practices in the profession.
9. Flexibility in arranging for your tasks in light of changing situations within the site and within you.
10. Openness to change, innovation, and new techniques.

APPENDIX J
STUDENT EVALUATION OF PRACTICUM SITE

Instructions: Please rate the strengths and weaknesses of the site in terms of meeting your needs as a practicum student. Use the following scale:

1 - excellent, 2 - more than adequate, 3 - adequate, 4 - fair, 5 - poor

_____ 1. Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs, and projects.

_____ 2. Provision of relevant experiences in administration, supervision, and leadership.

_____ 3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars, and similar activities.

_____ 4. Provision of assistance in helping you meet your personal and professional goals and objectives.

_____ 5. Possession of resources essential to the preparation of professionals (library, equipment, supplies etc.).

_____ 6. Employment of qualified, professional staff with demonstrated capability to provide competent supervision.

_____ 7. Adequate scheduling of conferences with you and ongoing evaluation of your performance, followed up by brief written progress reports.

_____ 8. Allowance for relating classroom theory to practical situations.

_____ 9. Location in reasonable proximity to campus.

_____10. Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.

Additional comments

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Prepared by
Rosabel Koss, Chair
Alliance Committee on Aging

ALSO AVAILABLE FROM AAHPERD . . .

STROKES AND STROKES: AN INSTRUCTOR'S MANUAL FOR DEVELOPING SWIM PROGRAMS FOR STROKE VICTIMS
In this new AAHPERD publication Jill Heckathorn shares her presonal experience and competence to demonstrate how swimming, water exercises and other aquatic activities can contribute to rehabilitation, recreation and fitness programs for individuals who have suffered strokes. Filling a void in current professional literature on the subject, this manual is designed to be of practical assistance to individuals in many different disciplines — including physical education and adapted physical education, corrective therapy, recreation and therapeutic recreation, physical therapy, occupational therapy, rehabilitation, administration, nursing, medicine and of course aquatics. Activities and approaches that are truly personalized and individualized are emphasized. Invaluable not only as an instructional manual but also for use in inservice programs and college/university courses. 1980.

LEISURE AND AGING: NEW PERSPECTIVES
Assesses the impact of leisure on the aging — in terms of social policy, psychology, sexuality, health and fitness, recreational activities, and individual attitudes and behavior.

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INDIVIDUALIZED LEISURE PROGRAMS FOR DISABLED INDIVIDUALS
Research based, yet practical in orientation, INDIVIDUALIZED LEISURE PROGRAMS FOR DISABLED INDIVIDUALS offers constructive guidelines for dealing with special populations. This valuable publication emphasizes the rights of handicapped persons and the responsibilities of those who care for them. 1980.

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DANCE FOR PHYSICALLY DISABLED PERSONS: A MANUAL FOR TEACHING BALLROOM, SQUARE AND FOLK DANCES TO USERS OF WHEELCHAIRS AND CRUTCHES
An illustrated guide for teaching dance activities to persons using wheelchairs or crutches. Instruction includes everything from the waltz to the tango. 1976.

HEALTH, FITNESS AND LEISURE FOR A QUALITY LIFE
AAHPERD's fourth public information film promotes lifelong activity and shows the various settings in which health, physical education, dance, and recreation personnel serve in programs for older adults. It is aimed at motivating decision-makers to incorporate health, fitness, and leisure services into programs designed for adults, particularly the elderly. 1979.

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Highlights the practical aspects of recent recreation research. Contains an overview of the topic and specific sections on administrative behavior, behavior modification, therapeutic recreation, the future of leisure studies, and recreation as a social institution. The appendix provides a guide to information resources for persons with handicapping conditions. 1975.

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